

Mountain View Elementary

6350 Mountain View Road

Taylors, Sc 29687

Grades	PK-5 Elementary School	
Enrollment	734 Students	
Principal	Tommy Hughes	864-355-6800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	30	5	0	1

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No
2006	Good	Average	Yes

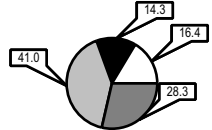
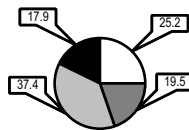
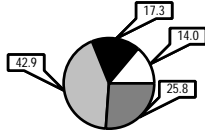
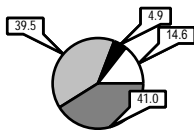
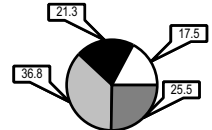
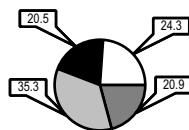
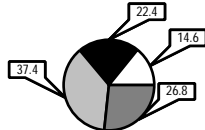
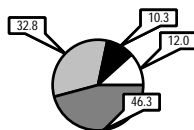
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	349	97.7	13.3	39.9	41.8	5.0	61.3	Yes	Yes
Gender									
Male	198	96.0	16.1	40.0	41.1	2.8	57.8	N/A	N/A
Female	151	100.0	9.8	39.9	42.7	7.7	65.7	N/A	N/A
Racial/Ethnic Group									
White	328	97.9	12.7	40.2	42.5	4.6	61.8	Yes	Yes
African American	12	91.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	272	99.6	7.8	39.1	48.1	5.0	69.4	N/A	N/A
Disabled	77	90.9	35.4	43.1	16.9	4.6	29.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	349	97.7	13.3	39.9	41.8	5.0	61.3	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	347	97.7	13.4	39.9	41.7	5.0	61.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	102	93.1	18.4	51.7	28.7	1.1	40.2	Yes	Yes
Full-pay meals	247	99.6	11.4	35.6	46.6	6.4	69.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	349	98.0	13.3	42.9	26.2	17.6	56.8	Yes	Yes
Gender									
Male	198	96.5	14.9	40.3	25.4	19.3	56.4	N/A	N/A
Female	151	100.0	11.2	46.2	27.3	15.4	57.3	N/A	N/A
Racial/Ethnic Group									
White	328	98.2	12.7	43.0	25.7	18.6	57.0	Yes	Yes
African American	12	91.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	272	99.6	7.4	43.4	28.7	20.5	62.8	N/A	N/A
Disabled	77	92.2	36.4	40.9	16.7	6.1	33.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	349	98.0	13.3	42.9	26.2	17.6	56.8	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	347	98.0	13.4	42.5	26.4	17.7	56.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	102	94.1	22.7	53.4	12.5	11.4	39.8	Yes	Yes
Full-pay meals	247	99.6	9.7	39.0	31.4	19.9	63.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	349	99.7	25.2	37.4	19.5	17.9	37.4
Gender							
Male	198	99.5	25.8	32.3	22.6	19.4	41.9
Female	151	100.0	24.5	44.1	15.4	16.1	31.5
Racial/Ethnic Group							
White	328	99.7	24.1	37.3	19.6	19.0	38.6
African American	12	100.0	80.0	20.0	0.0	0.0	0.0
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	272	99.6	20.2	38.0	21.7	20.2	41.9
Disabled	77	100.0	43.7	35.2	11.3	9.9	21.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	349	99.7	25.2	37.4	19.5	17.9	37.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	347	99.7	25.4	37.0	19.6	18.0	37.6
Socio-Economic Status							
Subsidized meals	102	100.0	41.9	37.6	11.8	8.6	20.4
Full-pay meals	247	99.6	18.6	37.3	22.5	21.6	44.1

Social Studies							
All Students	349	99.7	16.4	41.0	28.3	14.3	42.6
Gender							
Male	198	99.5	16.1	42.5	25.8	15.6	41.4
Female	151	100.0	16.8	39.2	31.5	12.6	44.1
Racial/Ethnic Group							
White	328	99.7	16.4	40.8	28.0	14.8	42.8
African American	12	100.0	30.0	60.0	10.0	0.0	10.0
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	272	99.6	10.5	42.6	31.8	15.1	46.9
Disabled	77	100.0	38.0	35.2	15.5	11.3	26.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	349	99.7	16.4	41.0	28.3	14.3	42.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	347	99.7	16.5	40.7	28.4	14.4	42.8
Socio-Economic Status							
Subsidized meals	102	100.0	28.0	46.2	18.3	7.5	25.8
Full-pay meals	247	99.6	11.9	39.0	32.2	16.9	49.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	120	99.2	10.0	29.1	58.2	2.7	60.9
	4	96	99.0	25.3	34.5	35.6	4.6	40.2
	5	98	100.0	20.8	46.9	30.2	2.1	32.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	115	96.5	9.3	33.6	48.6	8.4	57.0
	4	129	99.2	12.4	38.0	45.5	4.1	49.6
	5	105	97.1	18.9	49.5	29.5	2.1	31.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	120	100.0	13.5	49.5	25.2	11.7	36.9
	4	96	99.0	25.3	26.4	29.9	18.4	48.3
	5	98	100.0	24.0	49.0	15.6	11.5	27.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	115	97.4	10.2	46.3	29.6	13.9	43.5
	4	129	99.2	10.7	38.8	29.8	20.7	50.4
	5	105	97.1	20.0	44.2	17.9	17.9	35.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	120	100.0	22.5	46.8	25.2	5.4	30.6
	4	96	99.0	37.9	29.9	20.7	11.5	32.2
	5	98	100.0	39.6	25.0	20.8	14.6	35.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	115	99.1	22.0	40.4	26.6	11.0	37.6
	4	129	100.0	26.2	36.9	17.2	19.7	36.9
	5	105	100.0	27.6	34.7	14.3	23.5	37.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	120	100.0	12.6	49.5	26.1	11.7	37.8
	4	96	99.0	20.7	46.0	23.0	10.3	33.3
	5	98	100.0	26.0	41.7	16.7	15.6	32.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	115	99.1	9.2	44.0	33.9	12.8	46.8
	4	129	100.0	16.4	40.2	27.0	16.4	43.4
	5	105	100.0	24.5	38.8	23.5	13.3	36.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 734)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.3%	Up from 3.2%	1.8%	2.8%
Attendance rate	96.0%	Down from 96.3%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.0%	Down from 3.2%	0.6%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.7%	Down from 2.2%	0.5%	0.0%
Eligible for gifted and talented	16.5%	Down from 18.8%	20.1%	10.4%
On academic plans	29.7%	N/AV	22.2%	33.6%
On academic probation	13.3%	N/AV	1.1%	1.0%
With disabilities other than speech	10.2%	Down from 11.6%	6.4%	7.5%
Older than usual for grade	0.6%	Down from 0.8%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	56.8%	Up from 51.2%	55.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.2%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 87.7%	89.4%	87.3%
Teacher attendance rate	95.6%	Down from 96.8%	95.4%	94.9%
Average teacher salary	\$40,047	Down 1.0%	\$43,364	\$42,485
Prof. development days/teacher	11.6 days	Down from 19.3 days	11.7 days	13.3 days
School				
Principal's years at school	11.0	Up from 10.0	4.5	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.9 to 1	20.1 to 1	18.6 to 1
Prime instructional time	89.6%	Down from 92.3%	91.0%	89.7%
Dollars spent per pupil*	\$5,084	Up 23.7%	\$5,993	\$6,557
Percent of expenditures for teacher salaries*	66.1%	Down from 71.9%	66.0%	64.0%
Percent of expenditures for instruction*	70.1%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Mountain View Elementary, in cooperation with the community, is to provide a safe, positive environment where children build skills, knowledge, and character needed for lifelong learning. Mountain View Elementary is a warm community-centered school steeped in rich tradition. We have received the Red Carpet Award twice, which honors schools that provide warm, friendly environments where people not only are welcomed but also are made to feel part of the school family. We have implemented Zestquest, which is a school-wide wellness program. Mountain View has received the Palmetto Gold Award, which recognizes schools for high levels of student academic achievement and improvement. The school has received the United Way Award for excellence for participation in the campaign.

Our Professional Development School partnership with North Greenville College continues to grow and strengthen as we support interns, members of our faculty serve on the NGC Advisory Council, and our PDS committee works to commit our mission and goals to a written document. We also offer many opportunities for students to develop leadership skills and to take part in service learning.

Our faculty members participate in many worthwhile professional development opportunities, such as the pursuit of advanced degrees, technology training, and study in brain-based learning. Four teachers are currently National Board certified and one was a finalist for the Presidential Award for Excellence in Math and Science Teaching.

We have developed the school portfolio. The portfolio is a working document that is updated annually. The purpose of the portfolio is to create a clear picture of who we are and how we go about the business of educating children. The portfolio contains information about our school demographics, our current programs, our partnerships with business and community, and test score data. We can use this data to evaluate programs and policies and assess their effectiveness. Using the portfolio, the school received an excellent report from the SACS visit in March 2004.

As a result of ongoing professional development, teacher and student technology proficiency has greatly improved. Technology is integrated into content learning. It is also used as a major means of communication.

Tommy Hughes, Principal

Mr. & Mrs. Jon Craig, SIC Committee Chairpersons

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	89	67
Percent satisfied with learning environment	95.5%	92.1%	83.6%
Percent satisfied with social and physical environment	100.0%	88.5%	91.0%
Percent satisfied with school-home relations	100.0%	87.2%	83.3%

*Only students at the highest elementary school grade level at this school and their parents were included.